

We will begin shortly after 5:00 to allow time for people to load the necessary software for the webinar. While you are waiting for the webinar to begin, solve the following problems. Use multiple representations to solve each problem if possible.

a) $3 + 5 = 8$

b) $38 + 7 = 45$

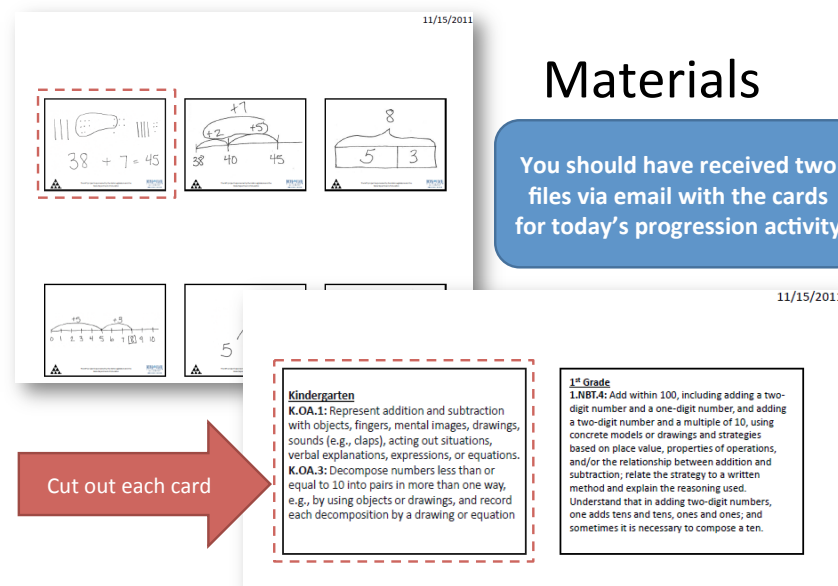
c) $492 + 263 = 755$

d) $14.8 + 13.6 = 28.4$

You need two documents for today's webinar. You should have received them via email. If you did not, you can go to:
www.tinyurl.com/mtifollowup
 Scroll down until you see the light purple row of the spreadsheet
 - Click on addition progression models and print
 - Click on addition progression standards and print
 OR email
jacquelynismail@boisestate.edu

Materials

You should have received two files via email with the cards for today's progression activity

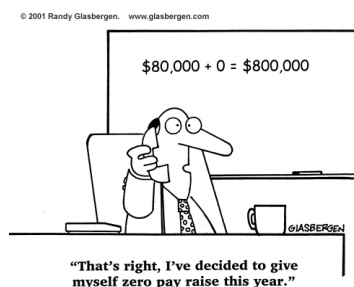


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Kindergarten – 6th Grade
 Addition Progression



Technical Items

If you have speakers connected to your computer you should be able to hear audio through that mechanism.

If you cannot hear right now the number is:

- Toll-free: 1 877 739 5903
- Access Code: 647-341-922
- Audio PIN: Shown after joining the Webinar

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Overview

- Addition in the current Idaho State Standards and the Common Core Standards
- Create K-6 Addition Progression
- Investigate shifts in student thinking
- Compare/discuss progressions
- Links to MTI course



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Standards Names/Definitions

- The standards that have been in place for the past several years and are currently being assessed on ISAT will be referred to as the **current Idaho State Standards**.
- The new standards (adopted in spring 2011 for implementation in fall 2013) will be referred to as the **Common Core State Standards**



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Timeline for implementation of the Common Core State Standards & Smarter Balance Assessment

2011-2012 SCHOOL YEAR	2012-2013 SCHOOL YEAR	2013-2014 SCHOOL YEAR	2014-2015 SCHOOL YEAR
Professional Development For Idaho Teachers & Administrators	Professional Development For Idaho Teachers & Administrators	Common Core State Standards Will Be Taught In Idaho	New Common Assessments Based On Common Core State Standards Will Be Delivered

<http://www.k12.wa.us/smarter/>



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Timeline for implementation of the Common Core State Standards & Smarter Balance Assessment

2011-2012 SCHOOL YEAR	2012-2013 SCHOOL YEAR	2013-2014 SCHOOL YEAR	2014-2015 SCHOOL YEAR
Professional Development For Idaho Teachers & Administrators	Professional Development For Idaho Teachers & Administrators	Common Core State Standards Will Be Taught In Idaho	New Common Assessments Based On Common Core State Standards Will Be Delivered

- Current Kindergarteners will never be tested on the existing Idaho state standards



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Timeline for implementation of the Common Core State Standards & Smarter Balance Assessment

2011-2012 SCHOOL YEAR	2012-2013 SCHOOL YEAR	2013-2014 SCHOOL YEAR	2014-2015 SCHOOL YEAR
Professional Development For Idaho Teachers & Administrators	Professional Development For Idaho Teachers & Administrators	Common Core State Standards Will Be Taught In Idaho	New Common Assessments Based On Common Core State Standards Will Be Delivered

- Current Kindergarteners will never be tested on the existing Idaho state standards
- 7th graders will **potentially** be required to pass a test of the new standards for graduation



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Timeline for implementation of the Common Core State Standards & Smarter Balance Assessment

2011-2012 SCHOOL YEAR	2012-2013 SCHOOL YEAR	2013-2014 SCHOOL YEAR	2014-2015 SCHOOL YEAR
Professional Development For Idaho Teachers & Administrators	Professional Development For Idaho Teachers & Administrators	Common Core State Standards Will Be Taught In Idaho	New Common Assessments Based On Common Core State Standards Will Be Delivered

- Current Kindergarteners will never be tested on the existing Idaho state standards
- Current 7th graders will be required to pass a test of the new standards
- Can we wait to begin implementation?



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Domain Progressions in the CCCSS

	K	1	2	3	4	5	6	7	8
Counting and Cardinality									
Number and Operations in Base Ten									
Number and Operations – Fractions									
Operations and Algebraic Thinking**									
Geometry									
Measurement and Data*									
Statistics and Probability									

* K-5 Measurement and Data splits into Statistics and Probability and Geometry in Grade 6

**Operations and Algebraic Thinking is foundation for Grade 6 Expressions and Equations and The Number System



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Domain Progressions in the CCCSS

	K	1	2	3	4	5	6	7	8
Counting and Cardinality									
Number & Operations									
Number and Operations in Base Ten									
Number and Operations – Fractions									
Operations and Algebraic Thinking**									
Geometry									
Measurement and Data*									
Statistics and Probability									

* K-5 Measurement and Data splits into Statistics and Probability and Geometry in Grade 6

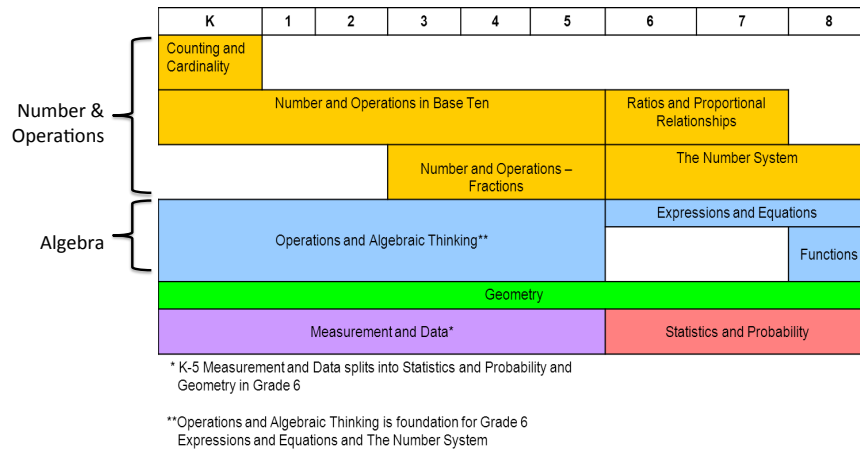
**Operations and Algebraic Thinking is foundation for Grade 6 Expressions and Equations and The Number System



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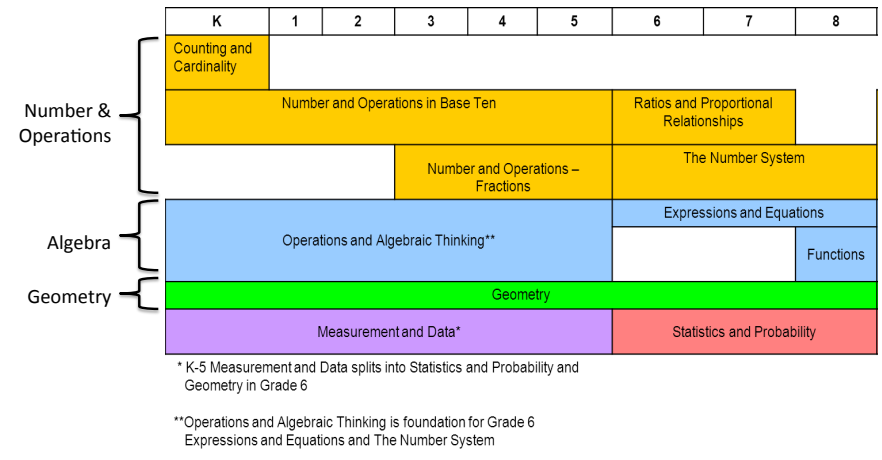
Domain Progressions in the CCCSS



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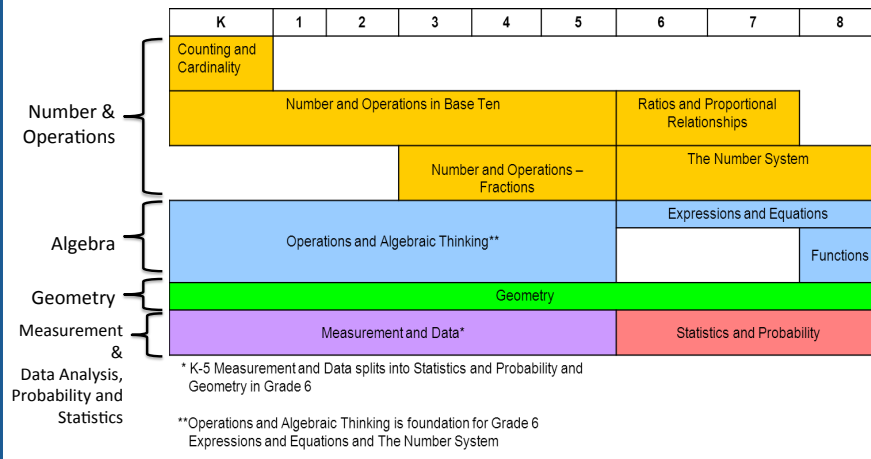
Domain Progressions in the CCCSS



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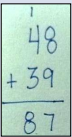
Domain Progressions in the CCCSS



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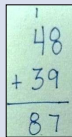
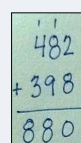
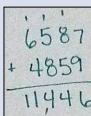


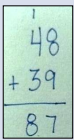
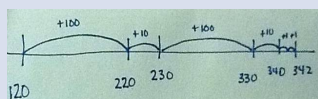
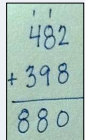
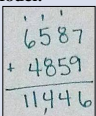
	Current Idaho State Standards Models	Common Core State Standards Models
2 nd grade	2.M.1.2.2 Add whole numbers with and without regrouping through 99. Problem: $48 + 39$	
3 rd grade		
4 th grade		

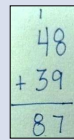
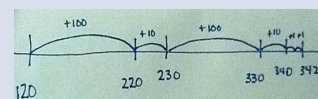
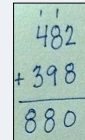
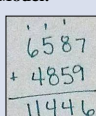
	Current Idaho SS Models	Common Core SS Models
2 nd grade	2.M.1.2.2 Add whole numbers with and without regrouping through 99. Problem: $48 + 39$ 	
3 rd grade		
4 th grade		

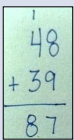
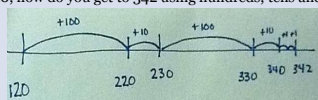
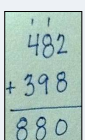
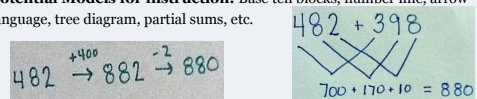
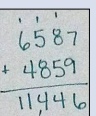
	Current Idaho SS Models	Common Core SS Models
2 nd grade	2.M.1.2.2 Add whole numbers with and without regrouping through 99. Problem: $48 + 39$ 	
3 rd grade	3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999. Problem: $482 + 398$ Model: 	
4 th grade		

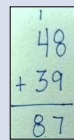
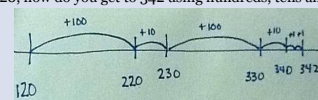
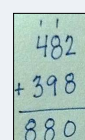
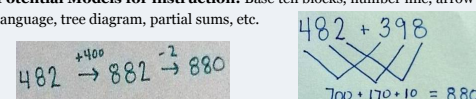
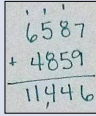
	Current Idaho SS Models	Common Core SS Models
2 nd grade	2.M.1.2.2 Add whole numbers with and without regrouping through 99. Problem: $48 + 39$ 	
3 rd grade	3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999. Problem: $482 + 398$ Model: 	
4 th grade	4.M.1.2.2 Add and subtract whole numbers Problem: $4859 + 6587$ Model: 	

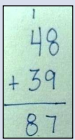
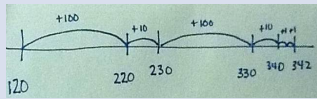
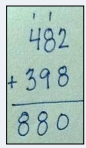
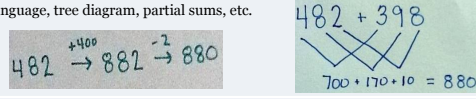
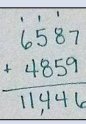
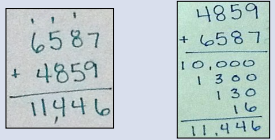
	Current Idaho SS Models	Common Core SS Models
2 nd grade	2.M.1.2.2 Add whole numbers with and without regrouping through 99. Problem: $48 + 39$ 	2.NBT. 7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.
3 rd grade	3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999. Problem: $482 + 398$ Model: 	
4 th grade	4.M.1.2.2 Add and subtract whole numbers Problem: $4859 + 6587$ Model: 	

	Current Idaho SS Models	Common Core SS Models
2 nd grade	<p>2.M.1.2.2 Add whole numbers with and without regrouping through 99.</p> <p>Problem: 48 + 39</p> <p>Model:</p> 	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>Problem: Starting at 120, how do you get to 342 using hundreds, tens and one?</p> <p>Potential Models for instruction: Base ten blocks, number line, etc.</p> 
3 rd grade	<p>3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999</p> <p>Problem: 482 + 398</p> <p>Model:</p> 	
4 th grade	<p>4.M.1.2.2 Add and subtract whole numbers</p> <p>Problem: 4859 + 6587</p> <p>Model:</p> 	

	Current Idaho SS Models	Common Core SS Models
2 nd grade	<p>2.M.1.2.2 Add whole numbers with and without regrouping through 99.</p> <p>Problem: 48 + 39</p> <p>Model:</p> 	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>Problem: Starting at 120, how do you get to 342 using hundreds, tens and one?</p> <p>Potential Models for instruction: Base ten blocks, number line, etc.</p> 
3 rd grade	<p>3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999</p> <p>Problem: 482 + 398</p> <p>Model:</p> 	<p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>
4 th grade	<p>4.M.1.2.2 Add and subtract whole numbers</p> <p>Problem: 4859 + 6587</p> <p>Model:</p> 	

	Current Idaho SS Models	Common Core SS Models
2 nd grade	<p>2.M.1.2.2 Add whole numbers with and without regrouping through 99.</p> <p>Problem: 48 + 39</p> <p>Model:</p> 	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>Problem: Starting at 120, how do you get to 342 using hundreds, tens and one?</p> <p>Potential Models for instruction: Base ten blocks, number line, etc.</p> 
3 rd grade	<p>3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999</p> <p>Problem: 482 + 398</p> <p>Model:</p> 	<p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Problem: 482 + 398</p> <p>Potential Models for instruction: Base ten blocks, number line, arrow language, tree diagram, partial sums, etc.</p> 
4 th grade	<p>4.M.1.2.2 Add and subtract whole numbers</p> <p>Problem: 4859 + 6587</p> <p>Model:</p> 	

	Current Idaho SS Models	Common Core SS Models
2 nd grade	<p>2.M.1.2.2 Add whole numbers with and without regrouping through 99.</p> <p>Problem: 48 + 39</p> <p>Model:</p> 	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>Problem: Starting at 120, how do you get to 342 using hundreds, tens and one?</p> <p>Potential Models for instruction: Base ten blocks, number line, etc.</p> 
3 rd grade	<p>3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999</p> <p>Problem: 482 + 398</p> <p>Model:</p> 	<p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Problem: 482 + 398</p> <p>Potential Models for instruction: Base ten blocks, number line, arrow language, tree diagram, partial sums, etc.</p> 
4 th grade	<p>4.M.1.2.2 Add and subtract whole numbers</p> <p>Problem: 4859 + 6587</p> <p>Model:</p> 	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>

	Current Idaho SS Models	Common Core SS Models
2 nd grade	<p>2.M.1.2.2 Add whole numbers with and without regrouping through 99.</p> <p>Problem: 48 + 39</p> <p>Model:</p> 	<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.</p> <p>Problem: Starting at 120, how do you get to 342 using hundreds, tens and one?</p> <p>Potential Models for instruction: Base ten blocks, number line, etc.</p> 
3 rd grade	<p>3.M.1.2.2 Add and subtract whole numbers with and without regrouping through 999</p> <p>Problem: 482 + 398</p> <p>Model:</p> 	<p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Problem: 482 + 398</p> <p>Potential Models for instruction: Base ten blocks, number line, arrow language, tree diagram, partial sums, etc.</p> 
4 th grade	<p>4.M.1.2.2 Add and subtract whole numbers</p> <p>Problem: 4859 + 6587</p> <p>Model:</p> 	<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>Problem: 482 + 398</p> <p>Potential Models for instruction: Number line, arrow language, tree diagram, partial sums, traditional algorithm, etc.</p> 

Addition Models and Strategies

Solve:

$$492 + 263$$

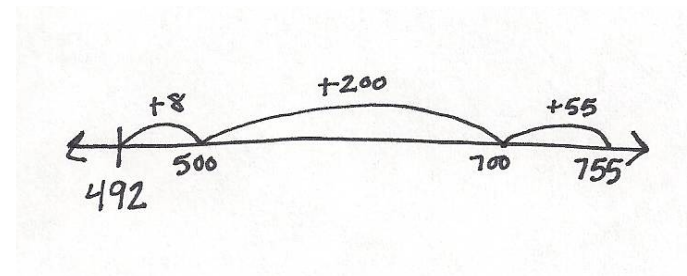


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Strategies vs. Models

Informal definitions:

- Strategy – the mental process we use to solve a problem
- Model – the method of notation used to explain our strategy



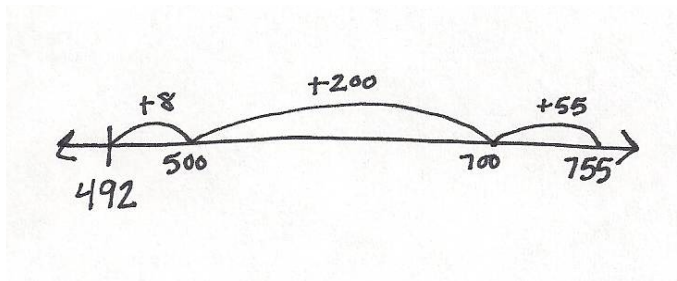
- What strategy is being used?



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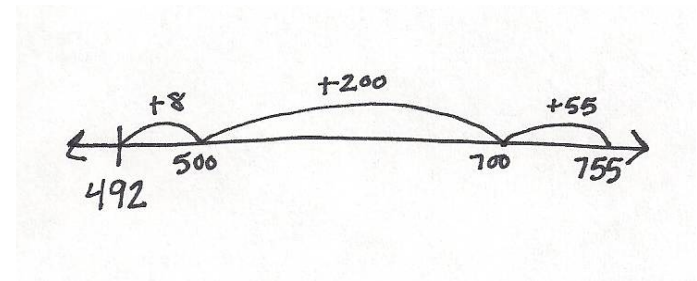
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- What strategy is being used?
- What model is being used?



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- What strategy is being used?
- What model is being used?
- Is it enactive, iconic or symbolic?



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Modes of Representation

Bruner, J. (1964)

Enactive

Physical or action-based representations

Iconic

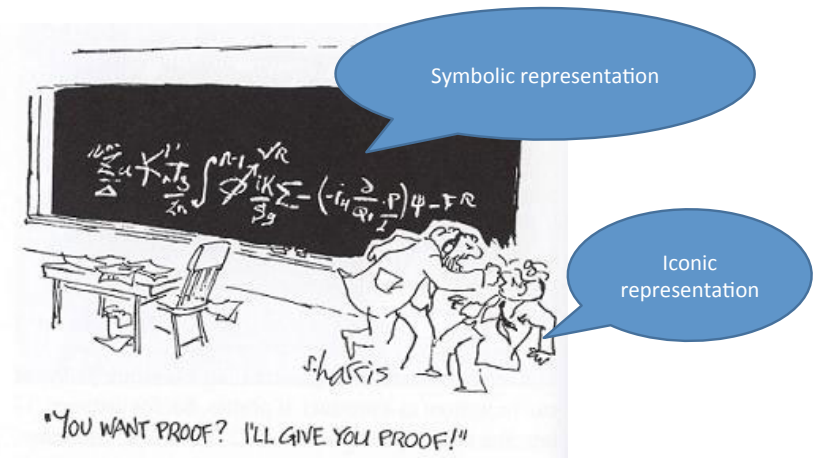
Visual images of a situation (represents enactive)

Symbolic

Abstract representations where the meaning of the symbols must be learned

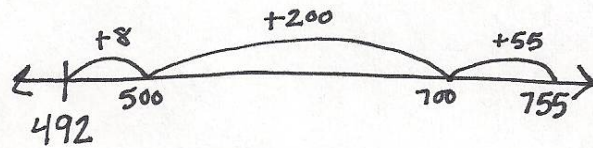


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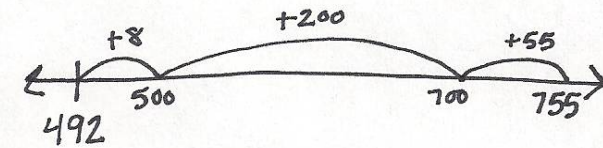




- What strategy is being used?
- What model is being used?
- Is it enactive, iconic or symbolic?



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- What model is being used?
- Is it enactive, iconic or symbolic?
- At what grade level is this number set (492 + 263) and model (number line) currently taught?



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Building the Progression

- Materials
 - You should have two sets of cards for the following portion of the webinar
 - There should a set of materials for each 2-3 people you have in your group
 - The set of cards that had six boxes to a page (larger size boxes) will be used to create the chart on the following page



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6th	6th Grade Add, subtract, multiply, divide Add and subtract using the standard algorithm for each operation.
5th	5th Grade Add, subtract, multiply, divide Add and subtract using the standard algorithm for each operation. Multiply and divide using the standard algorithm for each operation.
4th	4th Grade Add, subtract, multiply, divide Add and subtract using the standard algorithm for each operation. Multiply and divide using the standard algorithm for each operation.
3rd	3rd Grade Add, subtract, multiply, divide Add and subtract using the standard algorithm for each operation. Multiply and divide using the standard algorithm for each operation.
2nd	2nd Grade Add, subtract, multiply, divide Add and subtract using the standard algorithm for each operation. Multiply and divide using the standard algorithm for each operation.
1st	1st Grade Add, subtract, multiply, divide Add and subtract using the standard algorithm for each operation. Multiply and divide using the standard algorithm for each operation.
K	Kindergarten Add, subtract, multiply, divide Add and subtract using the standard algorithm for each operation. Multiply and divide using the standard algorithm for each operation.

The set of cards that had six boxes to a page will be used to create this chart

ENACTIVE

ICONIC

SYMBOLIC

The range of models called for in the standards are based on the number sets and operations called for at that grade-level. However, the models from previous grade-levels will likely be present in student solution strategies in the next grade-level.



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6th	6-Grade 6-NS-1: Fluently add, subtract, multiply & divide multi-digit numbers using the standard algorithm for each operation.
5th	5-Grade 5-NS-1: Add, subtract, multiply & divide whole numbers using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
4th	4-Grade 4-NS-1: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
3rd	3-Grade 3-NS-1: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
2nd	2-Grade 2-NS-1: Add and subtract within 100, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
1st	1-Grade 1-NS-1: Add within 100, including adding a three-digit number and a one-digit number, and adding a three-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding three-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose tens.
K	Kindergarten K-NS-1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), using real situations, verbal explanations, expressions, or equations. K-NS-2: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation.

Directions:

- The cards detail multiple models for solving the following problems:
 - $3 + 5 = 8$
 - $38 + 7 = 45$
 - $492 + 263 = 755$
 - $14.8 + 13.6 = 28.4$
- Based upon the Common Core State Standards provided, place the cards in the correct grade-level for the **number set** and **model**.
- Within a grade-level initially sort the cards according to enactive, iconic and symbolic representations
- Then depending upon time, examine the models within and between grade-levels for the mental strategies being used to determine the connections between the models and potential progressions of student thinking.

Questions:

* Type them in the question box or call us at (208)426-4650

ENACTIVE

ICONIC

SYMBOLIC

Example progressions

- K-1
- 2-4
- 5-6



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Compare the K-1 sample progressions with your progression noting any similarities and/or differences. What might the thinking have been behind the different placement?

1st		<p>What might the thinking have been behind the different placement?</p>
K		
1st		
K		

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1st		<p>What might the thinking have been behind the different placement and the arrow to what model that might come next?</p>
K		
1st		
K		

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4th		<p>Compare the 2nd - 4th sample progressions noting any similarities and/or differences. What might the thinking have been behind the different placement?</p>
3rd		
2nd		
4th		
3rd		
2nd		

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4th		
3rd		
2nd		
4th		
3rd		
2nd		

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3rd		<p>Both are decomposing one of the numbers and counting on, but how are they decomposing the number differently?</p>
2nd		
3rd		
2nd		

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4th		<p>What is the shift that students are making to move from counting on with models like the number line and/or arrow language to using a model like the tree diagram or partial products?</p>
3rd		
2nd		
4th		

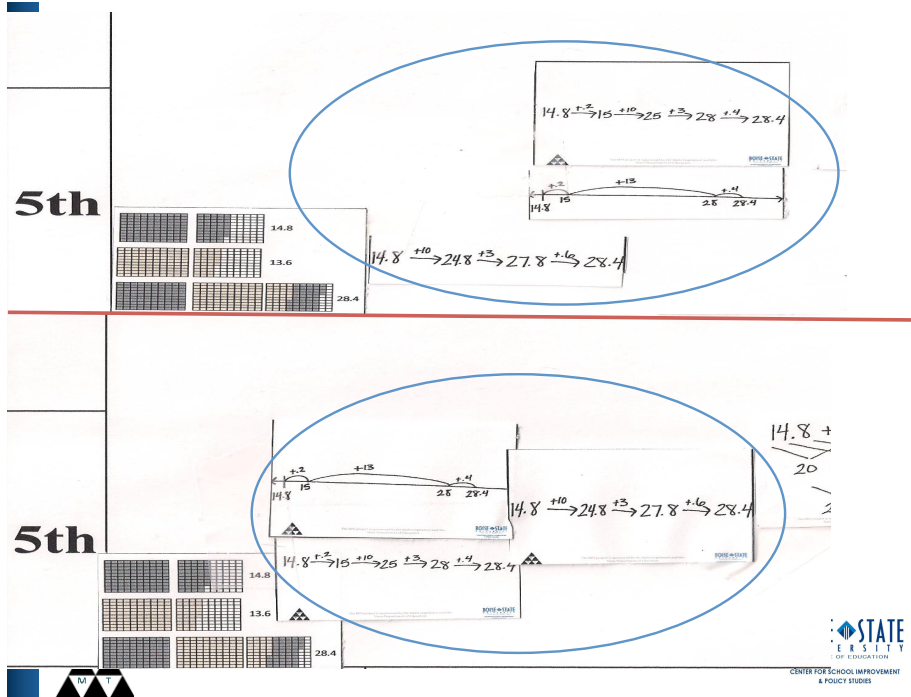
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6th		<p>Compare the 5th - 6th sample progressions with your progression noting any similarities and/or differences. What might the thinking have been behind the different placement?</p>
5th		
6th		
5th		

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6th		<p>Why would the participants have placed the compensation strategy in the two different places in the progression?</p>
5th		
6th		
5th		

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What are the big ideas you're leaving with?

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What are the big ideas you're leaving with?

- It is important to know models appropriate for your grade level standards
- Knowing what is happening before and after your grade level can help guide instruction
- There is not a perfect addition progression. We can have general ideas, but models and strategies may fit in different places based on the students, the task or the number set.

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Which statement are you leaving with?

- "I need to teach the models that are appropriate for my grade level."
- VS.
- "I need to find contextual problems that will encourage students to use the models that are appropriate for my grade level."

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Which statement are you leaving with?

- “I need to teach the models that are appropriate for my grade level.”

VS.

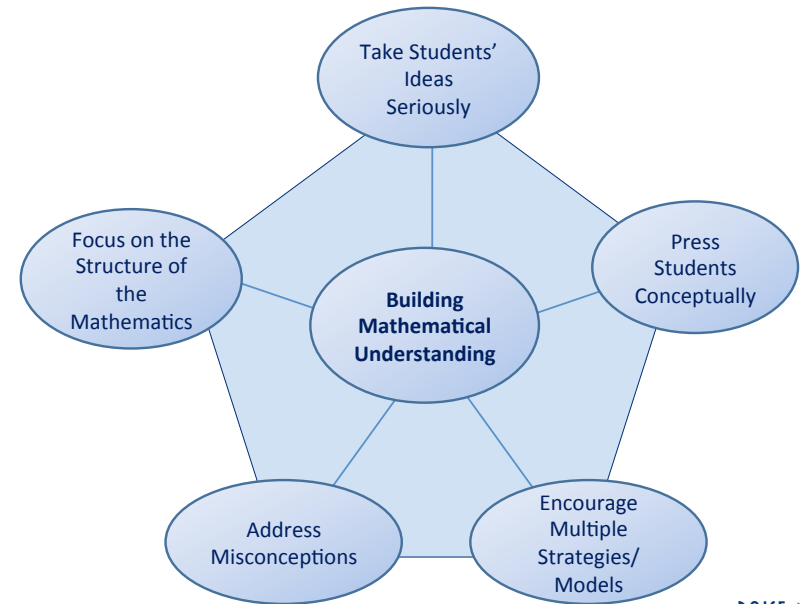
- “I need to find contextual problems that will encourage students to use the models that are appropriate for my grade level.”



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February 2012 DMT



1 Credit Opportunity

- **Duration:** Accumulate 15 hours of webinar training, live or archived. Additional webinars will be developed and offered during the Fall of 2012. The credit will be earned the semester the 15 hours is completed.
- **Registration:** Upon completion of the 15 hours, a participant will register with BSU for the one professional education credit.
- **Documentation:** Completion of a brief webinar summary and reflection for each webinar is required.
- **Cost:** \$65
- **Note:** The one professional education credit earned for completion and payment of \$65, does not count towards the three credits earned with completion of the MTI course. The webinars are follow-up support after completion of the MTI course.
- **Information:** <http://www.sde.idaho.gov/site/math/mti.htm>
- **Questions:** Nichole Hall nhall@sde.idaho.gov



Thank you for attending the webinar!

- Questions
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 - Jackie Ismail jacquelynismail@boisestate.edu
- DMT Website- <http://dmr.boisestate.edu>
- Follow Up Opportunities: <http://www.tinyurl.com/mtifollowup>

